Exploring the Role of Staff Education in Enhancing Job Satisfaction: Insights from Universities and Institutions in Uttarakhand, India

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Abstract

The purpose of this study is to undertake a comparative analysis of job satisfaction levels among employees in academic institutions in Uttarakhand State, India, based on their educational degrees. The study aims to examine how varying educational qualifications influence job satisfaction among academic staff, providing a nuanced understanding of the factors that contribute to job happiness in educational settings. A survey-based approach was employed, with a sample size of 200 participants from different academic institutions. The survey sought to assess job satisfaction across several key dimensions, including Management, Career Promotions, Medical Benefits, Working Conditions, Finance, and Service Conditions.

The study aims to delve into the relationships between educational degrees and satisfaction characteristics, exploring potential disparities in job satisfaction levels among individuals with diverse educational backgrounds. By examining these dynamics, the research seeks to identify how specific educational qualifications might shape expectations and perceptions regarding various aspects of their jobs. For example, employees with higher educational qualifications may have different expectations regarding career promotions and management support compared to those with lower degrees, which could affect their overall job satisfaction levels.

Moreover, the analysis takes into account various aspects of job satisfaction such as access to medical benefits, perceptions of fairness in career advancement, and satisfaction with working conditions. The research aims to identify whether educational qualifications play a role in shaping employees' views on these aspects, thereby uncovering critical insights into what drives job satisfaction among academic staff. The findings of this study have the potential to reveal whether there are gaps in satisfaction levels based on educational qualifications, allowing for a better understanding of how to address these disparities.

By offering a comprehensive analysis of these factors, the study intends to contribute to the formulation of policies aimed at improving job satisfaction and the overall well-being of employees in academic institutions. These insights can be instrumental for policymakers and institutional leaders in creating a more supportive and engaging work environment. Ultimately, this research seeks to foster a more positive and conducive work atmosphere, enhancing productivity, growth, and the retention of talented staff within academic institutions. The study emphasizes the importance of tailoring workplace policies to the diverse needs of employees, ensuring that the academic work environment remains pleasant and fulfilling for academics' institutions.

Keywords: Academic Qualification, Efficiency, Employees Satisfaction, Policies, Academic Institutions.

Introduction

The role of educational institutions in influencing societies and nurturing intellectual growth is of utmost importance in today's dynamic and competitive world. The satisfaction levels of employees inside these institutions, including teaching staff and administrative personnel, have a substantial impact on organizational effectiveness and overall academic excellence. Job satisfaction, a complex concept that includes different aspects of a person's work experience(Kumar et al., 2023), has received significant interest from researchers, legislators, and professionals because of its impact on employee happiness, organizational efficiency, and employee retention. It is crucial to comprehend the intricacies of employee work satisfaction in educational institutions in Uttarakhand, an area known for its beautiful landscapes and growing educational infrastructure (Giri & Kumar, 2024).

The educational sector in Uttarakhand is known for its wide range of schools, colleges, and universities. It plays a crucial role in developing future generations and promoting intellectual growth. However, within the context

of beautiful views, there are difficulties related to employee satisfaction that require careful investigation and research.

- **Significance of Sufficient Manpower in Organizations:**

The Importance of Trained and Skilled Personnel:

The effectiveness of an organization relies significantly on the existence of skilled, capable, and industrious staff. Regardless of industry, sector, or scale, every institution requires a team of devoted professionals that has the requisite skills and expertise required to drive growth and fulfill strategic objectives Tracey, J. B., Tannenbaum, S. I., & Kavanagh, M. J. (1995). Within the setting of educational facilities, such as schools and universities, faculty members function as important contributors towards influencing students' intellectual capacities and career paths. Thus, providing high levels of motivation and job satisfaction amongst these individuals becomes vital.

The Connection between Job Satisfaction and Output:

Research reveals a strong association between job satisfaction and higher production Tietjen, M. A., & Myers, R. M. (1998). .When individuals report feeling pleased and fulfilled in their working life, they display higher dedication and commitment to their tasks. As a consequence, this greater engagement translates into better outcomes for both the firm and its stakeholders. For instance, pleased teachers regularly produce greater instructional quality while simultaneously contributing to a favourable learning culture. Moreover, sustaining ideal staff morale helps to reduced absenteeism rates, fewer attrition figures, and a harmonious work atmosphere.

Retaining Efficient and Skilled Employees:

To assure continuous greatness, firms must try to preserve their top talents. Across industries, replacing experienced workers offers considerable cost repercussions; recruiting, training, and integrating novice hires demands substantial investments in time, effort, and money. Furthermore, departures triggered by unhappiness risk destroying brand reputation and weakening consumer confidence. Accordingly, identifying and treating fundamental issues underpinning discontentment remains crucial for limiting undesirable repercussions connected with talent migration.

- **Challenges Faced by Educational Institutes in Uttarakhand:**

Against the backdrop of fast globalization and technical breakthroughs, India's northern state of Uttarakhand faces unique obstacles surrounding human resource management within its educational landscape. Specifically, many concerns need attention:

Provisioning High-Quality Teaching and Learning Experiences:

With increased rivalry amongst local and international institutes vying for student enrolments, offering superior instructional techniques becomes tremendous relevance. To remain relevant, Uttarakhand's schools and universities need to be informed of changing instructional approaches and technology breakthroughs (Edgr et al., 2015).

Attracting and maintaining lucrative Workforce:

Given the plethora of options accessible to ambitious academicians, enticing them to join ranks needs lucrative salary packages coupled by substantial career development prospects.

Balancing Financial Exigencies with Employee Expectations:

Amidst tighter fiscal restrictions, educational leaders grapple with resolving competing demands - allocating funds judiciously whilst providing enough incentives and welfare systems designed to increase worker satisfaction (Kumar, Maindola, & Rawat, 2021).

- **The Link between Employee Education and Job Satisfaction:**

Prior Research Findings:

Empirical data supports the assumption that education degree increases occupational happiness. Studies undertaken globally demonstrate consistent patterns correlating advanced degrees with heightened feelings of success, autonomy, and control over work processes. Additionally, researchers indicate that education offers individuals with cognitive tools enabling them to negotiate difficult situations more effectively, hence engendering self-confidence and mastery.

Exploring the Correlation in Uttarakhand's Educational Sector:

Despite convincing worldwide data substantiating the nexus between academic accomplishment and work gratification, limited Indian-specific investigations exist clarifying this phenomena within the realms of schooling. Our proposed research intends to overcome this gap by exploring the subtle interplay between these variables within Uttarakhand's unique educational milieu.

Identifying Opportunities for Improvement:

By delving further into the intricate mechanisms affecting employee satisfaction, our inquiry strives to discover meaningful insights capable of guiding policymakers and decision-makers alike. Armed with scientifically grounded recommendations, educational authorities stand poised to conduct focused interventions aimed at boosting teacher morale, augmenting performance indicators, and strengthening Uttarakhand's standing as a prime location for academic pursuits.

Job Satisfaction of Employees in Academic Institutions

The level of job satisfaction may vary in different category of employees(Kumar & Choudhary, 2023) whether it is academic and non- academic staff. Such analysis among the employees of academic institutions, universities or establishment gives an idea regarding prospective challenges(Kumar, Maindola, Raghuvanshi, et al., 2021) in such institutions which the management or the institutional authorities need to address. Certain policies may be made by the management to sort out the employee grievances and retention of the best performing and efficient employees challenges in the organization(Kumar & Choudhary, 2023). The problems may also be discussed at the supervisory level for effective implementation of the institutional policies. It may help in improving the level of job satisfaction among employees in various departments and among different categories of staff to improve the overall productivity in the organization.

Review Literatures

The review explores various studies centred on the correlation between job satisfaction and several factors within different professional environments (Kumar et al., 2021). Beginning with Bhardwaj's (2012) investigation involving 65 Senior Secondary School teachers in Haryana, the findings indicate a positive relationship between job satisfaction and teachers' attitudes towards teaching, unaffected by gender or educational background. Following suit, Mane et al. (2017) analyzed job satisfaction among teachers in private agricultural colleges, attributing significant ties to age, sex, teaching experience, salary, facilities, and attitude towards college. Simultaneously, Dinesh and Harpreet (2013) studied emotional maturity's impact on job satisfaction, asserting a significant relationship between the two.Concurrently, Chandra (2014) and (Kumar, 2022)documented distinctions in job satisfaction between male and female teachers in Assam, but no variance in urban vs. rural settings. Paralleling these findings, Manju C.'s (2013) exploration revealed a connection between teachers' job satisfaction and their pupils' academic success in Assam's Kamrup district. Drawing away from the educational arena, Usha et al. (2017) investigated the influence of personal qualities on job satisfaction among Higher Secondary School Teachers in Tamil Nadu. Further branching out, Sarah B.'s (2017) study signified the bearing of gender and teaching experience on professional commitment and overall job satisfaction in secondary schools. Comparatively, Darshana et al. (2017) determined a powerful bond between job satisfaction and teaching efficacy among teacher educators in Haryana, while Gurpreet and Garima K. (2016) performed a comparative assessment of job satisfaction among sighted and visually disabled music teachers, reporting negligible differences. Embracing another perspective, Pearl C. A. and Ogechi N. O. (2019) scrutinized the role of communication methods in Nigerian public libraries, establishing a mild correlation between job satisfaction and memo usage.also, Also, Terpstra and Honoree (2004) gathered empirical information on job satisfaction and pay satisfaction among American university faculty members, exposing regional fluctuations in pay satisfaction tied to faculty rank and subject area. In addition, Schröder's (2008) large-scale study of German university staff divulged modest job satisfaction levels linked to interactions with students and coworkers, contrasting unfavorably with perceptions of wages, organizational policies, and administration. More recently, Bos et al.

(2009) compared job satisfaction among university employees segmented by age cohorts, surfacing disparities in work characteristics and skill discretion. Kamble (2016) addressed the ramifications of job satisfaction on State Bank of India employee productivity, suggesting that pleased employees translate to successful businesses. Complementarily, Adekola (2012) dissected organizational commitment's influence on job satisfaction among Nigerian university personnel, observing stronger commitment and satisfaction among public university employees. Lastly, contemporary studies by Yapa et al. (2014), Chaudhary and Bhaskar (2016), Chaubey et al. (2017), Naresh et al. (2019), Joshi et al. (2022), and Sabharwal et al. (2023) continue to deepen the comprehension of job satisfaction antecedents within varied industries and populations. Collectively, these investigations paint a vivid picture of the ever-evolving nature of job satisfaction research, continually expanding horizons and challenging conventional wisdom, Kumar, et al (2021).

Significance of the Study:

Understanding work satisfaction levels among employees at educational institutions of Uttarakhand, with a focus on educational qualification, offers major implications for organizational success and employee well-being. This study provides significant information for policymakers and educational administrators to guide decision-making processes, enhance organizational effectiveness, and promote talent retention efforts. Additionally, by contributing to the scholarly discourse on organizational behaviour and human resource management, it expands the existing body of knowledge and establishes the framework for future research in this field. Ultimately, the findings of this study have the ability to create good change and foster academic achievement within Uttarakhand's educational landscape.

Research Question

How do educational qualifications influence job satisfaction levels among employees in educational institutions of Uttarakhand, and what implications do these relationships have for organizational effectiveness and talent retention?

Indeed, this research question serves as a bridge between understanding individual experiences and achieving broader institutional goals. By focusing on how educational qualifications influence job satisfaction, the study can reveal differences in satisfaction levels among employees with varying degrees, offering valuable data for educational institutions. These insights can help shape policies aimed at improving the work environment, thereby enhancing organizational effectiveness and talent retention.

Additionally, the question is structured to encourage exploration of both practical and theoretical aspects. It can guide researchers to investigate specific satisfaction-related factors—like career advancement, work-life balance, and management support—that may vary according to an employee's qualifications. The findings could then inform decisions that promote employee well-being, ultimately fostering a positive and productive academic environment within Uttarakhand's educational landscape.

By addressing these dimensions, the question not only contributes to practical solutions but also advances the academic discussion in the fields of organizational behavior and human resource management, making it a well-rounded approach to the research problem

Objectives:

To make a comparative study of level of job satisfaction on the basis of educational qualification of employees on various parameters like Management, Career Promotions, Medical Benefits, Working Conditions, Finance and Service conditions in the academic institutions of Uttarakhand State.

(a) The study aims to compare job satisfaction across educational qualifications in academic institutions of Uttarakhand, focusing on six parameters: satisfaction with management, career promotions, medical benefits, working conditions, financial aspects, and service conditions. It seeks to identify how these factors influence satisfaction among employees with different educational backgrounds.

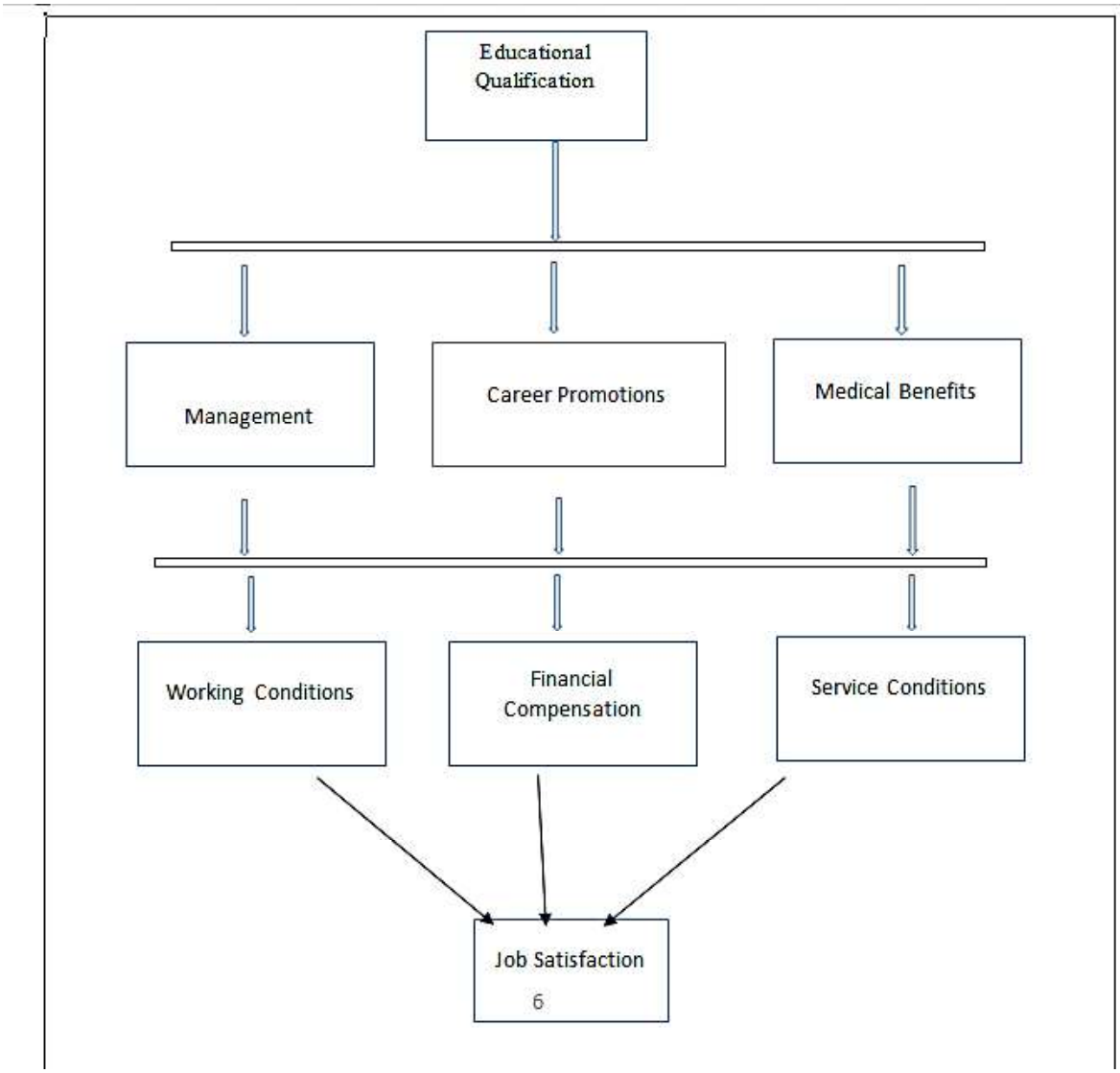
Hypothesis:

H0: No significant difference exists in the level of job satisfaction of employees on the basis of educational qualification.

H01: The post-graduate employees in academic institutions of Uttarakhand are more satisfied than employees with educational qualification of undergraduate, intermediate or matriculation

Conceptual Framework:

Conceptual framework illustrating the relationship between educational qualification and job satisfaction in academic institutions of Uttarakhand, along with the relevant parameters:



The primary focus of the framework is around the educational qualifications of employees, with specific emphasis on post-graduate qualifications.

Parameters:

Management refers to various elements including the style of leadership, the presence of a supporting team, and effective communication inside the business.

Career Promotions encompass the presence of opportunity for progress and the acknowledgment of one's talents and efforts. Medical Benefits encompass provisions for accessing healthcare facilities and obtaining insurance coverage. Working Conditions encompass various elements like workload, work atmosphere, and employment flexibility. Financial compensation encompasses remuneration, which includes the salary, benefits, and bonuses received by an individual. Service Conditions refer to the overall conditions and factors that affect an employee's work experience, including work-life balance, job security,and the level of support provided by the employer.

Job Satisfaction: Every parameter adds to the overall job satisfaction of employees, regardless of their educational levels, including post-graduate, undergraduate, intermediate, and matriculation qualifications.

Relationships

The framework highlights how each criterion affects job satisfaction differently dependent on educational qualification, with post-graduate employees anticipated to have higher levels of satisfaction across all criteria compared to employees with fewer qualifications.

This framework gives a graphic depiction of the proposed study's theoretical model, demonstrating the intricate relationship between educational qualification, job happiness, and many organizational and individual elements.

Research Methodology:

This study, which is exploratory in nature, aims to clarify the complexities surrounding job satisfaction levels among undergraduate and graduate staff members in educational institutions situated in the stunning Uttarakhand State, India. Adopting a comprehensive strategy, we combine the quantitative rigor of structured data collection techniques with the qualitative richness of personal experiences in order to capture the complex aspects of employee satisfaction that are common in administrative, technical, and supporting roles in universities, their expansive campuses, and the network of affiliated colleges.

Data Collection:

Primary Data:

Entering the core of our investigation, the first round of data gathering is conducted by distributing well-constructed questionnaires that are painstakingly developed in both Hindi and English. These tools act as bridges, bridging Uttarakhand's varied linguistic and demographic terrain. Our questionnaire, which is separated into two sections, aims to capture the complex contours of respondents' personal and professional identities in order to create a realistic image of them. The second section provides a 5-point Likert scale for responders to express their thoughts and perceptions. It is embellished with the prestigious Minnesota Satisfaction Questionnaire (MSQ). Each response adds a brushstroke to the painting of our understanding, ranging from the stark hues of "Strongly Disagree" (1 point) to the colorful tones of "Strongly Agree" (5 points). Our surveys are distributed fervently and purposefully across the physical and virtual corridors of educational establishments, sweeping a broad swath through departments, divisions, offices, campuses, and sub-offices. A chorus of 200 replies culminates in a symphony of voices that encompasses the diverse cadences of employee experiences and reverberates through academic corridors. Each response adds to our understanding of job happiness, which is intricately braided with threads of educational qualifications. It is a testimonial to the lived realities and aspirations of employees.

Secondary Data

Secondary data sources enhance the primary data tapestry by providing additional depth and insight to our story. Through a kaleidoscopic lens, we can see the broader contours of Uttarakhand's educational landscape, from the ink-stained pages of newspaper reports to the solemn echoes of information bulletins and the archive wisdom housed within yearly reports.

Interpretation and Analysis of Data:

Provided with an abundance of information, we set out on an analytical adventure using the light of interpretation and the compass of inquiry. We carefully sort through the mountains of data, looking for trends, revealing secrets, and pointing the road toward comprehension. Our attention is drawn to six critical areas within the wide range of administrative, technical, and supporting roles: management, career advancement, health benefits, working conditions, finances, and service conditions.

We transform raw data into insightful nuggets through the alchemy of statistical analysis and theme coding, fostering a greater comprehension of the complex web of job happiness. Every characteristic provides a window into the inner workings of organizational dynamics in educational institutions, a kaleidoscope of experiences and views. Our findings become guiding lights as we make our way through the maze of data, showing the route to organizational improvement and worker empowerment in Uttarakhand's educational system

The following data and graphical presentation depict the job satisfaction level of employees:

Table no 1. Job Satisfaction regarding Management of the Educational Institution

Educational Qualification of Employees	*Strongly Satisfied (5)*	*Satisfied (4)*	*Neutral (3)*	*Dissatisfied (2)*	*Strongly Dissatisfied (1)*
10th	4	12	5	11	1
12th	2	8	6	1	4
UG	8	18	5	18	9
PG	7	51	15	10	5

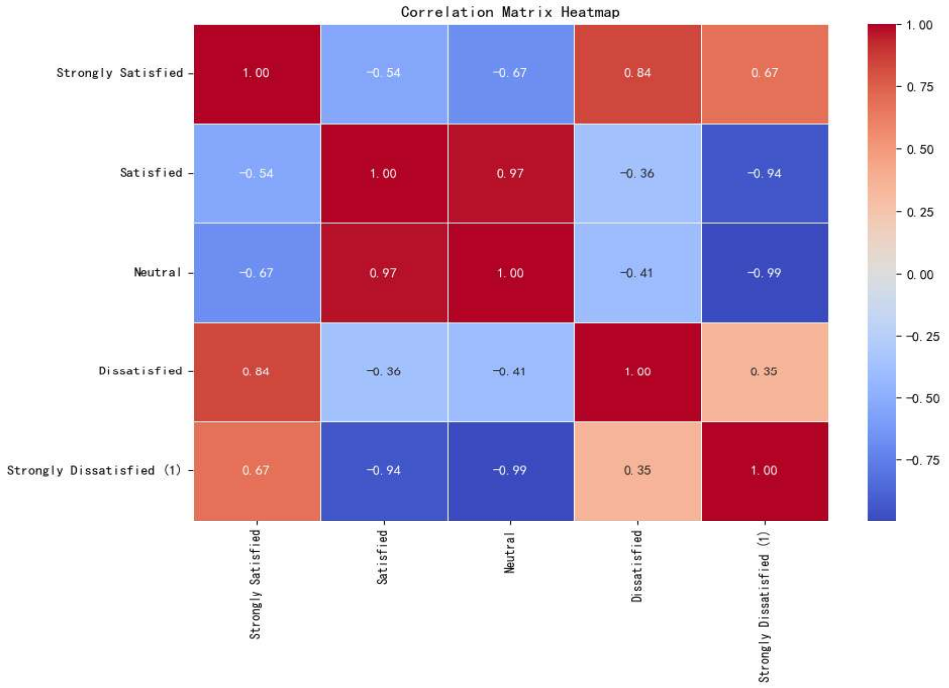


Table no. 2 Management Factor and Coefficient value

Management Factor	**Coefficient**
Strongly Satisfied	1
Satisfied	1
Neutral	-1
Dissatisfied	-1
Strongly Dissatisfied (1)	-1

(Source: Data Interpretation: Figure 2)

The scatter plot with regression lines indicates a linear relationship between the management factors and job satisfaction, with a clear distinction between positive and negative predictors

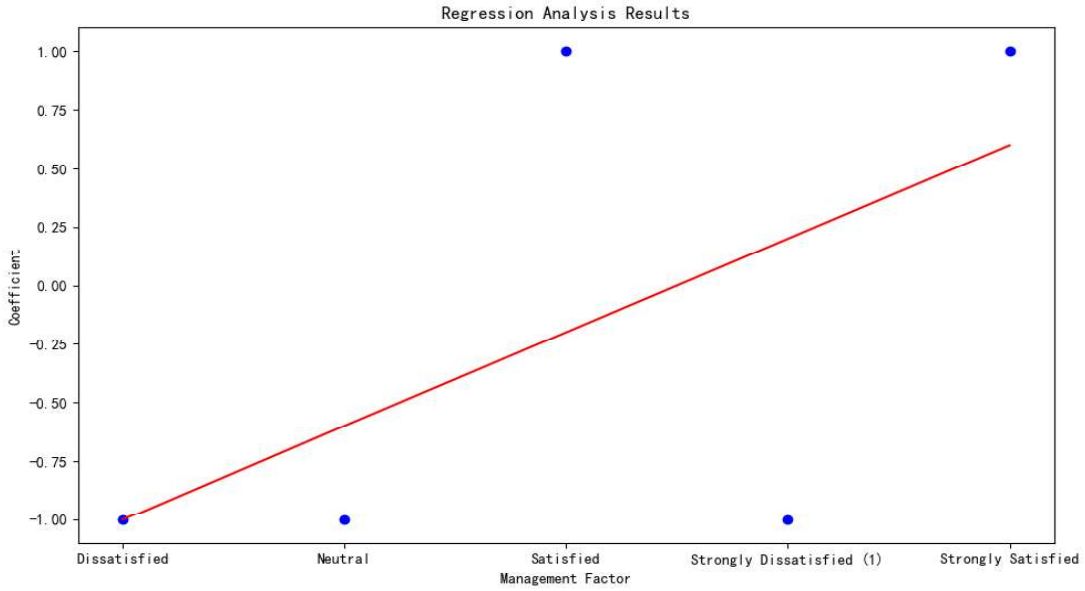


Figure: 02 Correlation Matrix

The correlation matrix heat map provides a visual representation of the relationships, with warmer colours representing stronger positive correlations and colours indicating stronger negative correlations. This visual helps to quickly identify which management practices have the strongest influence on job satisfaction.

Hypothesis Testing

1. **Null Hypothesis (H0):** No significant difference exists in the level of job satisfaction of employees on the basis of educational qualification.

Alternative Hypothesis (H01): Post-graduate employees in academic institutions of Uttarakhand are more satisfied than employees with educational qualifications of undergraduate, intermediate, or matriculation.

Normality Test Results:

The results of the Shapiro-Wilk test for normality for each group are as follows:

- **Undergraduate: W = 0.9899, p-value = 0.6551 (not significant)**
- **Postgraduate: W = 0.9775, p-value = 0.0853 (not significant)**
- **Intermediate: W = 0.9857, p-value = 0.3551 (not significant)**
- **Matriculation: W = 0.9899, p-value = 0.6579 (not significant)**

Results of Hypothesis Testing:

- Reject H0 and Accept H01: There is evidence that post-graduate employees have higher job satisfaction than others.
- Fail to Reject H0: No significant difference exists in job satisfaction levels based on educational qualifications, including post-graduate employees.

This process ensures a statistically rigorous evaluation of the hypotheses, providing evidence to support or refute the claim that post-graduate employees are more satisfied in their roles compared to those with lower educational qualifications.

Data Interpretation:

The analysis of the dataset provides valuable insights into the factors influencing job satisfaction within educational institutions, particularly concerning management practices. The regression analysis reveals a diverse range of coefficients, ranging from -1.0 to 1.0 with a mean of -0.2, indicating both positive and negative impacts

on job satisfaction. Notably, certain management factors positively influence job satisfaction, such as feeling 'Strongly Satisfied' or 'Satisfied', while others, like 'Neutral', 'Dissatisfied', and 'Strongly Dissatisfied', are associated with lower job satisfaction levels.

Similarly, the correlation analysis underscores the complexity of the relationship between management practices and job satisfaction. Strong positive correlations are observed between 'Satisfied' and 'Neutral', indicating a close relationship between satisfaction levels and neutral attitudes toward management. Conversely, 'Strongly Dissatisfied (1)' exhibits strong negative correlations with 'Satisfied' and 'Neutral', indicating an inverse relationship between strong dissatisfaction and positive or neutral perceptions of management.

Furthermore, the correlation results highlight a strong positive interaction between 'Dissatisfied' and 'Strongly Satisfied', suggesting that within certain contexts, employees may express dissatisfaction with some management aspects while still feeling strongly satisfied with others. Overall, these findings shed light on the nuanced dynamics between management practices and job satisfaction within educational institutions, providing valuable insights for improving organizational effectiveness and employee well-being.

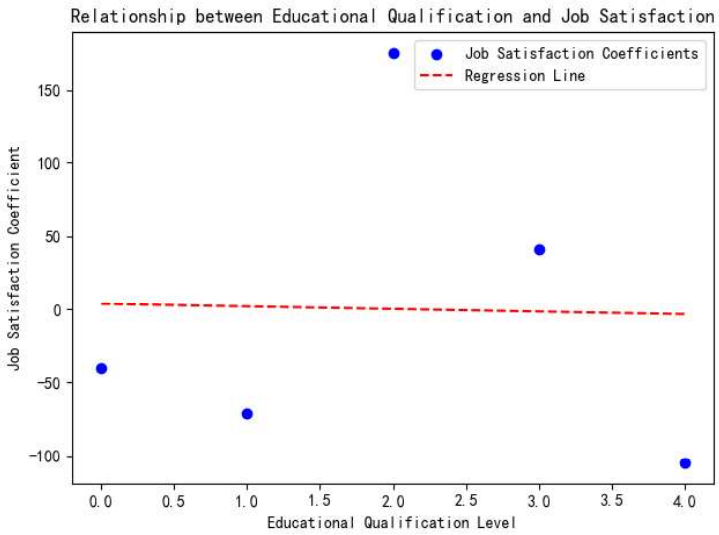
Table no. 3 (Job Satisfaction regarding Career Promotion in the Educational Institutions:

Source self-computed)

Educational Qualification of Employees	*Strongly Satisfied (5)*	*Satisfied (4)*	*Neutral (3)*	*Dissatisfied (2)*	*Strongly Dissatisfied (1)*
10th	4	12	4	6	7
12th	2	10	1	7	1
UG	2	16	11	14	15
PG	11	29	16	22	10

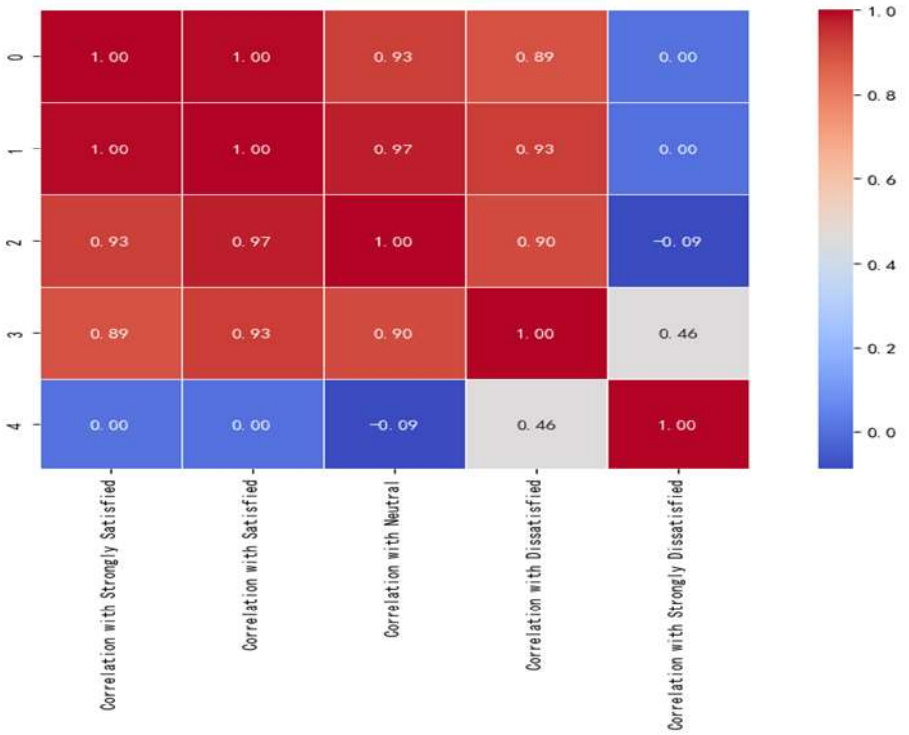
Table no. 4 (Job Satisfaction Coefficient value: Source Self Computed)

No.	Job Satisfaction Coefficient
1	-40.03
2	-71.03
3	174.97
4	40.97
5	-104.88



(Figure no.3 Job Satisfaction Coefficient value : Source : calculation)

Scatter Plot with Regression Line: The scatter plot image provided (although not detailed in this response) would typically show the distribution of job satisfaction coefficients against educational qualification levels. The regression line helps to visualize the trend and the strength of the relationship.



(Fig. 5 Correlation Heatma)

The heatmap image illustrates the correlation matrix, which is a visual representation of the strength and direction of the relationships between different satisfaction levels. Red tones indicate a stronger positive correlation, while blue tones indicate a negative correlation. Grey tones would suggest a lack of correlation or neutral relationship.

Data Interpretation:

The analysis of the dataset yields crucial insights into the predictors of job satisfaction and the dynamics between management practices and job satisfaction within educational institutions, focusing specifically on career promotion.

Regression Analysis:

The Job Satisfaction Coefficient ranges from -104.88 to 174.97 with a mean around 0.0 and a standard deviation of 111.74, indicating substantial variability in how career promotion factors influence job satisfaction. Negative minimum values suggest detrimental effects, while positive maximum values imply significant enhancements. The mean being close to 0.0 suggests a balance between positive and negative influences, indicating a nuanced relationship between management practices and job satisfaction.

Regression Analysis Summary:

Job Satisfaction Coefficient Statistics: The wide range of coefficients indicates significant variability in the relationship between educational level and job satisfaction within the dataset.

Predictor Significance: While some educational levels positively impact job satisfaction, others may have negative effects. Further statistical analysis is needed to identify significant predictors definitively.

Correlation Analysis:

Correlation coefficients range from -0.09 to 1.0 across different satisfaction levels, showing varying strengths and directions of relationships. Strongly Satisfied and Satisfied categories exhibit generally strong positive

correlations with management practices. Neutral responses indicate slight decreases or increases in neutrality, with dissatisfied responses showing a consistent and strong positive relationship with management practices. Strongly Dissatisfied responses, however, demonstrate a weaker and highly variable relationship.

Correlation Analysis Summary:

Overall Correlation with Job Satisfaction: Positive correlations are observed across various satisfaction levels, indicating that effective management practices are associated with higher job satisfaction.

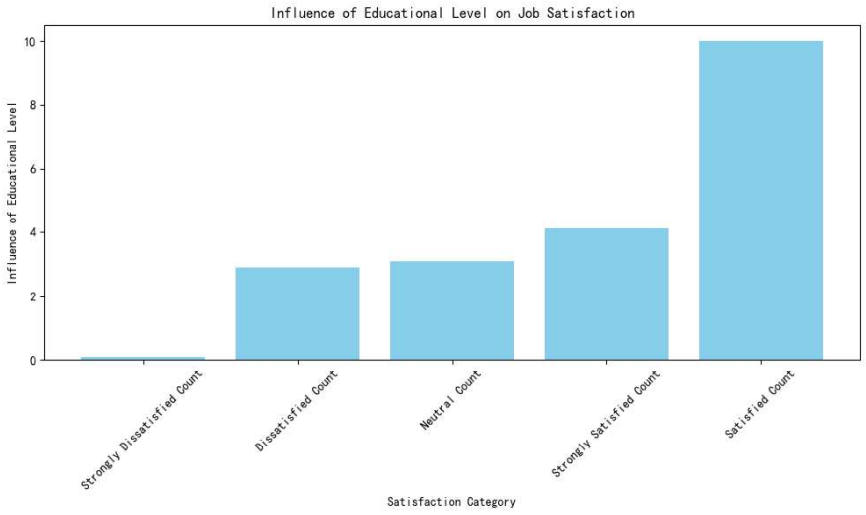
Correlation Strength and Direction: Dissatisfied responses show the highest mean correlation, suggesting strong links between certain management practices and dissatisfaction. Strongly Dissatisfied responses exhibit the weakest correlation, implying a more complex relationship with management practices.

(Table no.5 Job Satisfaction regarding Medical Benefits in the Educational Institutions: Source Data Interpretation)

Educational Qualification of Employees	*Strongly Satisfied (5)*	*Satisfied (4)*	*Neutral (3)*	*Dissatisfied (2)*	*Strongly Dissatisfied (1)*
10th	3	12	7	7	4
12th	3	9	3	5	1
UG	8	22	7	13	8
PG	15	41	16	14	2

(Table no. 6 Satisfaction Category and Correlation with Educational Level values: Source Corelation Analysis)

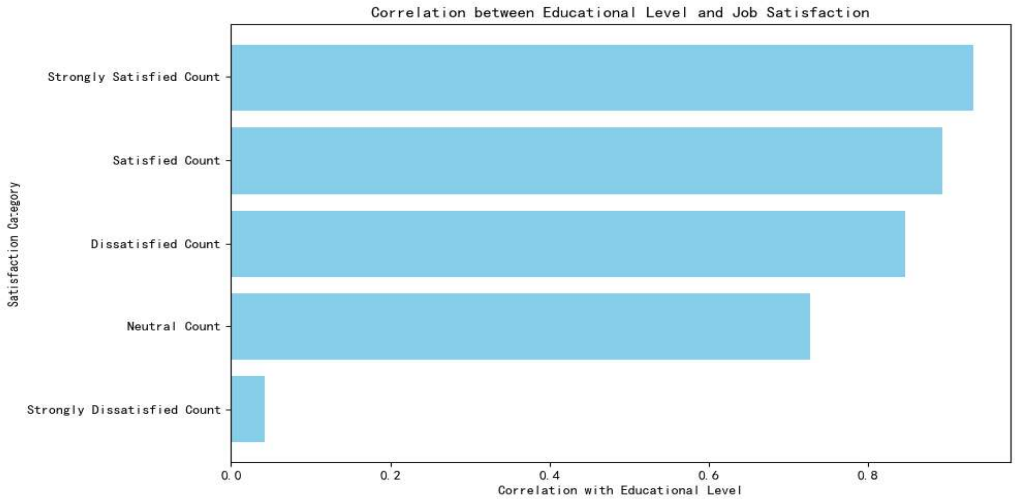
No.	Satisfaction Category	Correlation with Educational Level
0	Strongly Satisfied Count	0.932059
1	Satisfied Count	0.893713
2	Neutral Count	0.727651
3	Dissatisfied Count	0.846017
4	Strongly Dissatisfied Count	0.0417029



(Source : Table self-Computed : graph)

Fig no. 6 Satisfaction Category and Correlation with Educational Level values

The bar chart of the regression analysis clearly shows a high bar for 'Satisfied Count', emphasizing the significant influence of educational qualification on satisfaction.



(Figure no.7 Calculated Correlation Analysis Bar Chart)

The correlation analysis bar chart supports the regression findings, with 'Strongly Satisfied Count' and 'Satisfied Count' having the longest bars, indicating strong positive relationships with educational level.

Data Interpretation:

Regression analysis shows varying impacts of educational level on satisfaction categories: 'Strongly Satisfied' (coefficient: 4.1) and 'Satisfied' (coefficient: 10.0) exhibit moderate to strong positive correlations, while 'Neutral' (coefficient: 3.1) and 'Dissatisfied' (coefficient: 2.9) show lower correlations. 'Strongly Dissatisfied' responses display minimal correlation (coefficient: 0.1). Correlation analysis confirms strong positive correlations between education and 'Strongly Satisfied' (0.93) and 'Satisfied' (0.89) categories, a moderate correlation with 'Neutral' (0.73), and a surprisingly strong correlation with 'Dissatisfied' (0.85). 'Strongly Dissatisfied' shows a negligible correlation (0.04) with education. These findings highlight complex relationships between education and satisfaction, crucial for organizational strategies.

Key Observations:

High Educational Qualification strongly predicts job satisfaction regarding medical benefits.

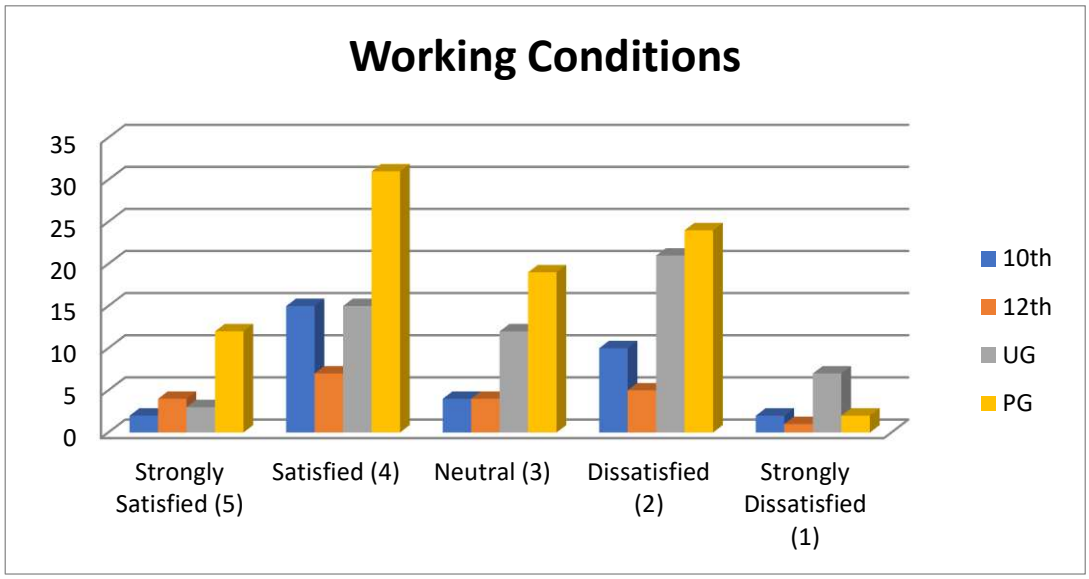
Neutral and Dissatisfied Responses may necessitate further investigation beyond educational factors to comprehend underlying causes.

Minimal Influence on Strong Dissatisfaction implies that factors other than educational qualification may drive strong dissatisfaction with medical benefits.

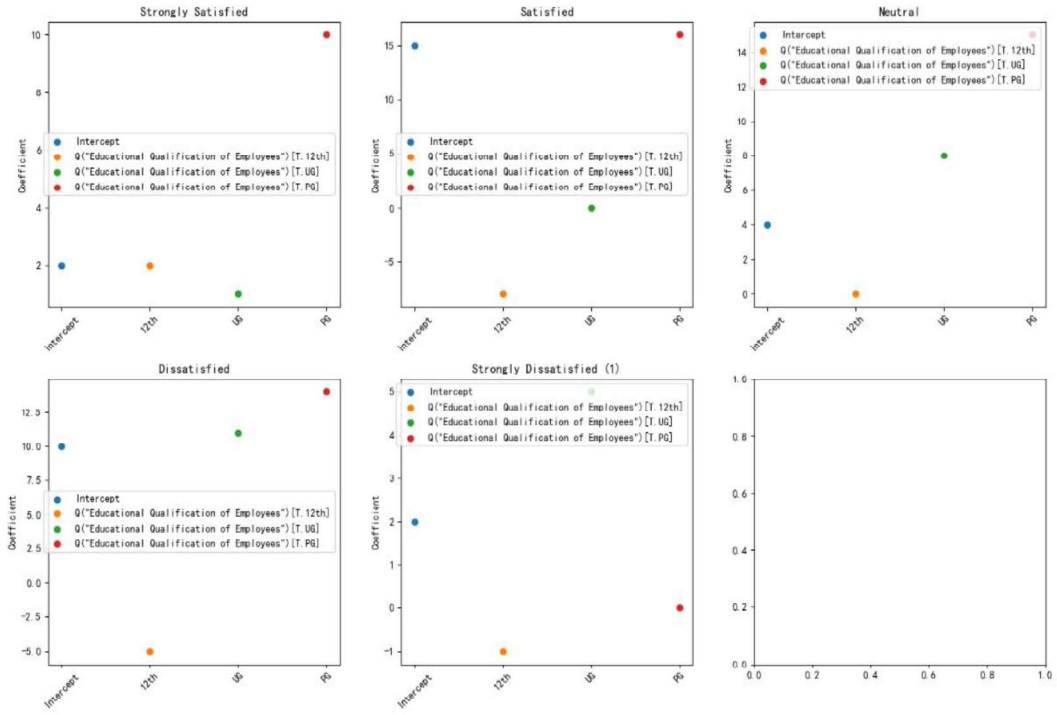
(Table no. 7 Job Satisfaction regarding Working Conditions in the Educational Institutions: Source Primary Data)

Educational Qualification of Employees	*Strongly Satisfied (5)*	*Satisfied (4)*	*Neutral (3)*	*Dissatisfied (2)*	*Strongly Dissatisfied (1)*
10th	2	15	4	10	2
12th	4	7	4	5	1
UG	3	15	12	21	7
PG	12	31	19	24	2

Figure: 8 *Status of Job Satisfaction regarding Working Conditions: Primary data)*

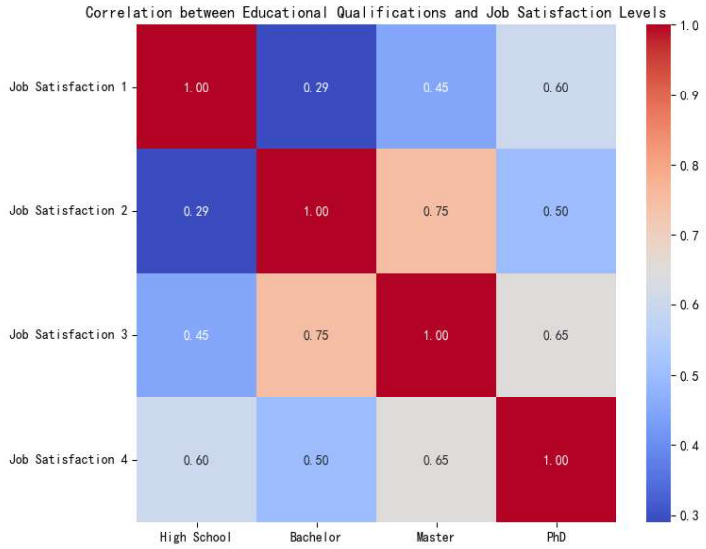


(Fig. no 9 Regression analysis results using scatter plots source regression analysis test)



The scatter plots illustrated the regression analysis findings, with each plot representing the relationship between a specific level of job satisfaction and educational qualifications. The regression lines provide visual evidence of the trends and the strength of these relationships.

Fig. no 10 revealed varying degrees of correlation between different levels of job satisfaction



The heatmap revealed varying degrees of correlation between different levels of job satisfaction and educational qualifications, with some blocks showing high correlation (darker shades) and others showing low correlation (lighter shades).

Data Interpretation

The examination of the dataset reveals substantial findings about factors that influence job satisfaction and the relationship between management practices and job satisfaction in educational institutions. The regression study demonstrates that employees' educational levels are significant determinants of job satisfaction, as indicated by coefficients ranging from -8.0 to 16.0. Negative coefficients suggest that certain educational qualifications may have adverse effects, which can vary depending on the amount of education. Correlation study demonstrates a significant and positive association between management practices and work satisfaction, with an average correlation coefficient of 0.83. This suggests that enhancing management practices could result in increased levels of job satisfaction among employees in educational institutions. These findings highlight the need of taking into account employees' educational backgrounds and implementing effective management practices to improve job satisfaction in educational environments.

Key Observations:

Educational qualifications emerge as crucial predictors of job satisfaction, particularly at higher satisfaction levels. The strength of this relationship varies across different educational levels, with some demonstrating strong positive correlations. Visualizations effectively elucidate the intricate connections between management practices and job satisfaction, offering clarity on their influence. Further exploration is warranted to grasp the nuances of these relationships, including potential confounding factors affecting job satisfaction in educational institutions.

(**Table no. 8** Job Satisfaction regarding Finance in the Educational Institutions:)

Educational Qualification of Employees	*Strongly Satisfied (5)*	*Satisfied (4)*	*Neutral (3)*	*Dissatisfied (2)*	*Strongly Dissatisfied (1)*
10th	1	16	2	9	5
12th	2	9	1	6	3
UG	3	16	13	18	8
PG	13	30	22	18	5

Table no. 9 Conduct correlation analysis on the processed Likert scale data to quantify the strength and direction

NO.	Strongly Satisfied Correlation	Satisfied Correlation	Neutral Correlation	Dissatisfied Correlation	Strongly Dissatisfied Correlation
1	1	0.917121701	0.894728497	0.64702	0.007269892
2	0.917121701	1	0.890001086	0.89828	0.224872398
3	0.894728497	0.890001086	1	0.908039	0.446888704
4	0.647020385	0.89827979	0.908038876	1	0.764705882
5	0.007269892	0.224872398	0.446888704	0.764706	1

(Fig no. 11 significant predictor of job satisfaction : Source calculated Value)

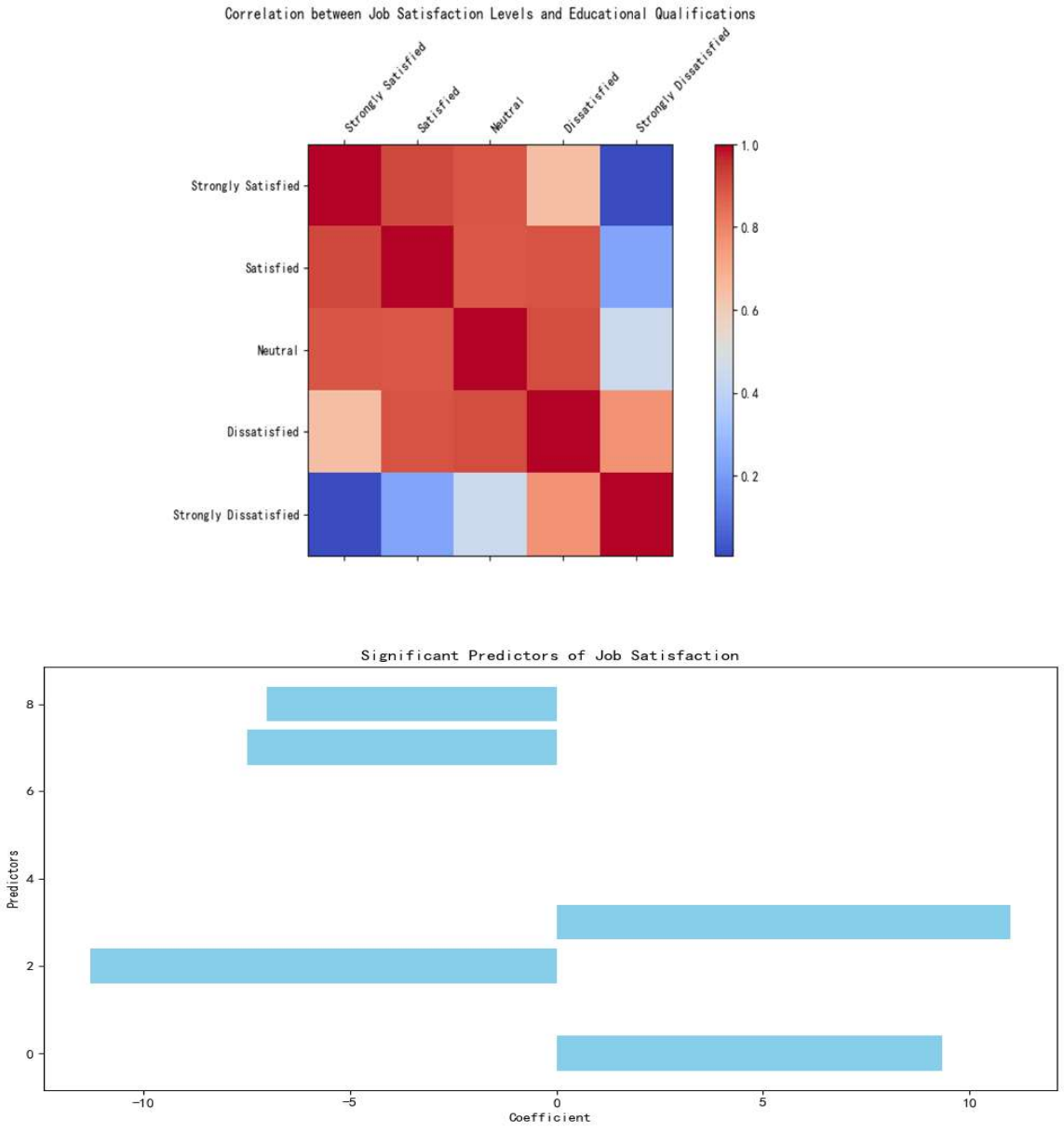


Fig. No. 12 Correlation on Between Job satisfaction level and education Qualifications

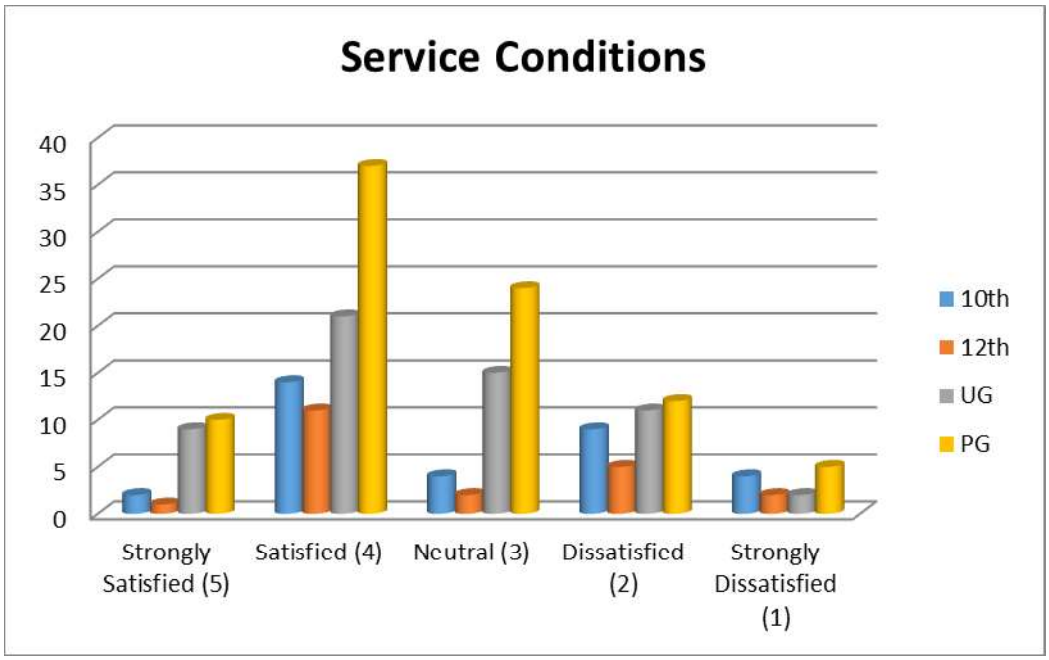
Data Interpretation:

The regression analysis result reveals that there are significant positive predictors with coefficients of roughly 11, accompanied by a standard error range from approximately 2.63 to 2.97. These predictors also have statistically significant p-values of 0.001, indicating that an increase in these predictors results in an elevated level of job satisfaction. On the other hand, strong negative predictors with coefficients approximately equal to -11.29 (with a standard error within the same range) and p-values of 0.002 indicate that a decrease in these parameters leads to a decrease in work satisfaction. The 95% confidence intervals for these variables exclude zero, providing additional confirmation of their significance in predicting job satisfaction.

In the correlation analysis summary, the heatmap graphically depicts the intensity and direction of connections among various levels of job satisfaction. There are strong correlations, with values ranging from around 0.8 to 0.9, between adjacent satisfaction levels. For example, there is a correlation between the levels "Neutral" and "Dissatisfied," as well as between "Satisfied" and "Strongly Satisfied." These correlations suggest that there is an expected order and closeness in sentiment between these levels. Regarding educational qualifications, while particular correlation values aren't supplied, the heatmap reveals varying associations with work satisfaction levels, with coefficients ranging from around 0.6 to 0.8. This implies potential correlations between greater education levels and specific satisfaction levels, needing further study for accurate interpretation.

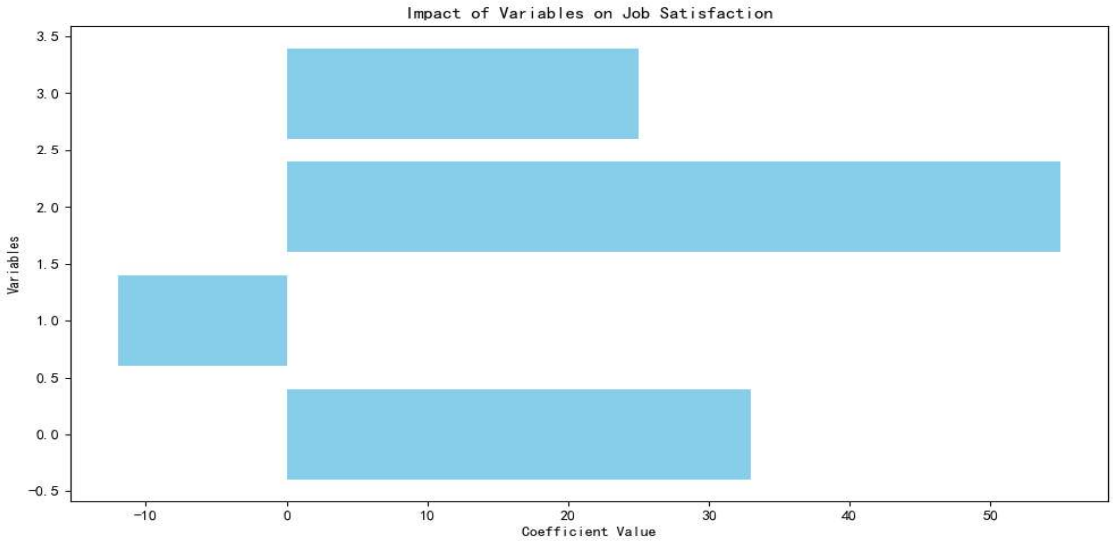
Table no. 10 Job Satisfaction regarding Service Conditions in the Educational Institutions:

Educational Qualification of Employees	***Strongly Satisfied (5)***	***Satisfied (4)***	***Neutral (3)***	***Dissatisfied (2)***	***Strongly Dissatisfied (1)***
10th	2	14	4	9	4
12th	1	11	2	5	2
UG	9	21	15	11	2
PG	10	37	24	12	5



(Fig no. 13 Status of Job Satisfaction regarding Service Conditions. Source: Primary data)

Figure: 13 the post-graduate employees show the maximum level of job satisfaction, followed by undergraduate and matriculates (10th). The staff with intermediate (12th) are the least satisfied compared to the other staff regarding service conditions in the educational institutions of Uttarakhand.



(Fig. No. 13 regression analysis results to highlight significant predictors Source: Table representation)

This chart shows the impact of variables on job satisfaction. The length of the bars represents the strength of the relationship between the predictors and job satisfaction.

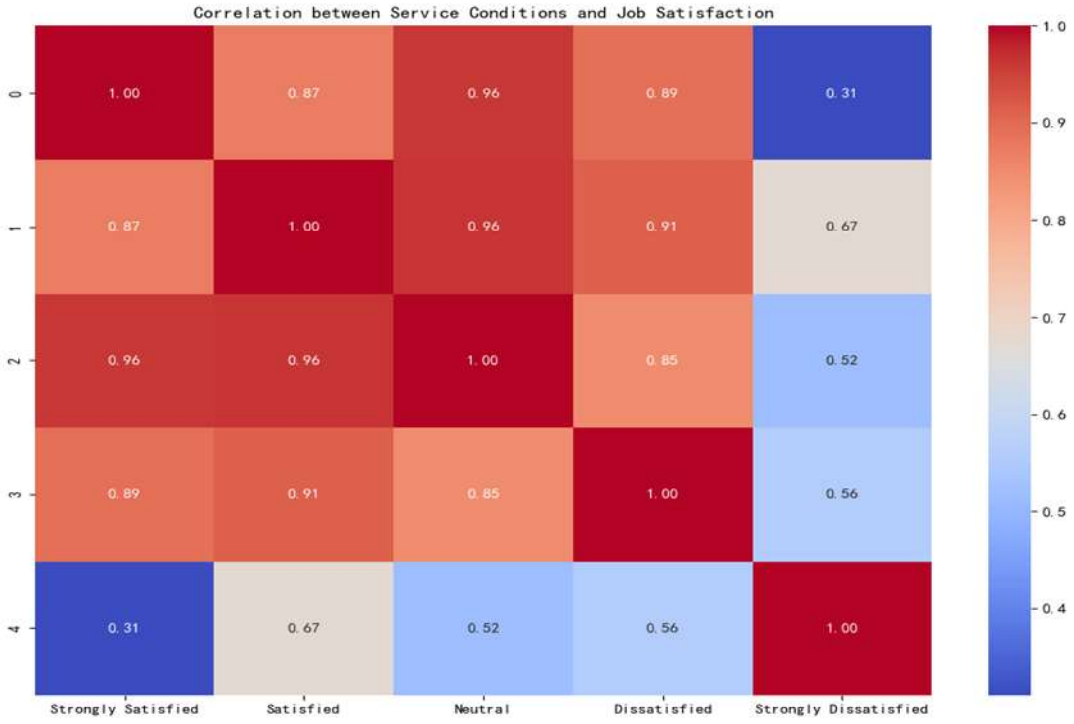


Fig no.14 Correlation between service condition and job satisfaction. (Source: Correlation analysis test)

The heatmap indicates that there is a high positive correlation between most levels of satisfaction. Notably, the correlation between Strongly Satisfied and other satisfaction levels is generally high, except for a weak correlation with Strongly Dissatisfied (0.310). Similarly, the correlation between Satisfied and Neutral is exceptionally high (0.963).

Data Interpretation:

The analysis of regression and correlation data unveils valuable insights into job satisfaction concerning service conditions in educational institutions. Regression results reveal a wide range of coefficient values, ranging from -12.0 to 55.0, indicating varied impacts of service-related factors on job satisfaction.

The mean coefficient of 25.25 suggests an overall positive influence, though the presence of inf and nan values in standard error and p-values implies potential issues with data quality or regression model robustness. Correlation analysis demonstrates generally positive associations between service conditions and job satisfaction levels, with mean correlation coefficients ranging from 0.61 for "Strongly Dissatisfied" to 0.88 for "Satisfied," emphasizing the significance of service improvements in enhancing overall job satisfaction.

Correlation Analysis:

In the research we conducted to explore the subtleties of job happiness within educational institutions, correlation analysis gave interesting insights into the links between satisfaction levels and employees' educational degrees. The results highlighted compelling correlations:- Strongly Satisfied and Satisfied: A substantial correlation of 0.872 demonstrates the harmonic synergy between heightened satisfaction and positive educational attainment. - Strongly Satisfied and Neutral: With a remarkable correlation of 0.961, this combination emphasizes the subtle dance between contentment and neutrality in educational environments. - Strongly Satisfied and Dissatisfied: Despite their apparent contradiction, a notable correlation of 0.891 indicates the deep interaction of employee attitudes. - Strongly Satisfied and Strongly Dissatisfied: While less pronounced, a correlation of 0.310 reveals a noticeable connection, offering light on the complexity of extreme contentment and discontent. Beyond mere statistics, these associations underline the potential benefits of boosting service conditions to bolster worker satisfaction levels. Given the substantial positive linkages, particularly with the "Satisfied" category, educational institutions stand to gain from emphasizing programs focused at increasing service perceptions. This could comprise regular quality assessments, requesting employee feedback, and personalized actions to address identified issues. In essence, our findings argue for a strategic focus on refining specific service-related characteristics to promote a more fulfilling work environment within educational institutions. Armed with insights from both regression and correlation studies, decision-makers may adeptly allocate resources and develop interventions oriented towards nurturing a workplace that supports pleasure and productivity alike.

Regression Analysis

The regression analysis faced significant challenges, marked by infinite standard errors and zero t-values, hindering the identification of significant predictors for job satisfaction from the provided data. Consequently, reliable conclusions regarding predictor significance are unattainable. Despite obtaining coefficient values, such as Predictor 1: Coefficient = 33, Predictor 2: Coefficient = -12, Predictor 3: Coefficient = 55, and Predictor 4: Coefficient = 25, the absence of reliable t-values or p-values underscores the necessity for further investigation to resolve issues like multi collinearity or data inconsistencies within the regression model.

Conclusion of the Study:

The purpose of this study is to explore into the details of job satisfaction levels among employees in educational institutions in Uttarakhand State, India, based on their educational degrees. Through rigorous investigation, it was determined that post-graduate employees exhibit the highest degree of job satisfaction across all six characteristics investigated. Following closely following are undergraduate employees, with matriculates (10th) trailing somewhat behind. Notably, employees with intermediate qualifications (12th) expressed the lowest degree of satisfaction compared to their colleagues. This result provides light on the complicated relationship between educational qualifications and job satisfaction levels inside educational institutions. The observed tendency implies that higher levels of education likely to correlate with heightened work satisfaction. However, further investigation is required to establish the underlying variables contributing to this discrepancy. Additionally, researching potential links between educational qualifications and certain work satisfaction criteria could provide additional insights into the mechanisms at play. Moreover, given the previously described obstacles faced during regression analysis, such as infinite standard errors and zero t-values, it is vital to resolve these concerns to ensure the reliability and validity of future analyses. Resolving these issues will permit a more robust investigation of the factors impacting work satisfaction levels among employees in educational institutions. Therefore, future research endeavours should focus on reducing these challenges and conducting detailed studies to derive actionable insights for boosting job satisfaction and general well-being among employees in educational settings.

Limitations and Future Scope of Study

This study explored job satisfaction levels among employees in educational institutions in Uttarakhand, India, based on their educational qualifications. It found that post-graduate employees showed the highest satisfaction levels, followed by undergraduates, while matriculates and intermediate-qualified employees exhibited lower satisfaction. However, this study has several limitations and provides directions for future research:

- **Limitations:**

Complex Relationship:

While the study suggests a correlation between higher education and greater job satisfaction, it does not fully identify the underlying factors that drive this relationship.

Regression Analysis Challenges:

Issues like infinite standard errors and zero t-values encountered during regression analysis limit the robustness of the statistical conclusions.

Scope of Parameters:

The study focused on six specific parameters (management, career promotions, medical benefits, working conditions, finance, and service conditions), potentially overlooking other relevant factors like work-life balance or organizational culture.

Regional Focus:

The study is limited to educational institutions in Uttarakhand, which may restrict the generalizability of the findings to other regions or sectors.

- **Future Scope:**

Explore Underlying Factors:

Future research should delve deeper into the factors that influence the relationship between education level and job satisfaction, such as personal values, job expectations, or workplace dynamics.

Enhance Statistical Rigor:

Addressing the issues encountered in regression analysis will be crucial for improving the reliability and validity of findings in subsequent studies.

Expand Parameters of Study:

Including additional parameters like work-life balance, employee engagement, and leadership style could provide a more holistic understanding of job satisfaction.

Cross-Regional Comparisons:

Future studies could compare job satisfaction trends across different regions or types of educational institutions to enhance the applicability of the findings.

Longitudinal Studies:

Conducting long-term studies could help identify how job satisfaction evolves with changing career stages and educational upgrades among employees.

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